

Park Hill Primary School

Address: Coronation Road, Wednesbury, West Midlands, WS10 0TJ

Unique reference number (URN): 103910

Inspection report: 27 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	●
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Personal development and wellbeing

Strong standard ●

Leaders have put in place a coherent and ambitious personal development programme. This is rooted in the school values. These help pupils learn how their own actions impact on others. Pupils talk articulately about the importance of treating others as they would wish to be treated. They enthuse about clubs and visits. Leaders ensure that pupils with special educational needs and/or disabilities have full access to the richness of the school provision. The same is true for disadvantaged pupils. They have high participation. Pupils speak with pride about leadership roles, such as playground leaders, school councillors and Park Hill Pennies. As a result, they build rich confidence, cooperation and a high sense of belonging. Pupils are proud to be part of the school community.

Pupils value and remember the personal, social, health and economic (PSHE) education programme. PSHE is deliberately sequenced and responsive to the school's needs. Leaders align enrichment tightly to the curriculum. Leaders have adopted an appropriate relationships, sex and health education curriculum. Pupils talk confidently about healthy relationships. They manage their emotions well. Pupils have a rich awareness of how to stay safe online and offline. For example, they offer practical advice on protecting personal information, identifying scams and asking for support from a trusted adult when needed. They also understand the benefits and risks of artificial intelligence.

Pupils learn to reflect on their beliefs. They consider ethical issues and respect different viewpoints. Pupils develop a deep understanding of right and wrong and apply this in daily choices. Teaching embeds fundamental British values. Pupils explain democracy, the rule of law, liberty and mutual respect. They link these maturely to life in school and the wider community. They are extremely well prepared for their future life as adult citizens.

High-quality pastoral support also enables pupils to understand themselves. This significantly benefits the lives of those who receive it. Pupils articulate their ambitions clearly and know the steps required to achieve them. Pupils are more than ready for their next stage.

Expected standard ●

Attendance and behaviour

Expected standard ●

Pupils attend well. Attendance is broadly in line with national figures. It continues to improve. Leaders analyse attendance patterns. They then intervene early when concerns arise. Leaders work with families, the local authority and other agencies to remove barriers to regular attendance. Fewer pupils have regular or high absence. This is due to the school's effective support for individual pupils. Staff welcome pupils at the start of each day. This helps pupils feel valued.

Leaders set and sustain high expectations for pupils' behaviour. This is through a behaviour policy constructed with pupils, parents and carers. Staff teach routines explicitly. They use

visual prompts, where helpful. The school builds effective relationships with pupils. As a result, behaviour is calm, safe and orderly. This is in lessons, in corridors and during social times. Leaders provide very clear messages that bullying, discrimination and harassment are not tolerated. Staff make sensible adjustments for pupils with additional needs. As a result, these pupils participate alongside their peers. They show positive attitudes to learning.

Curriculum and teaching

Expected standard ●

The curriculum is broad and designed well. Leaders focus on the knowledge and skills pupils need to develop in each of the subject areas. Leaders have strengthened the order in which staff teach curriculum content. This provides pupils with a logically ordered pathway from the early years through to the end of Year 6. Pupils are confident in talking about their learning. They recall prior knowledge accurately.

Staff typically use effective strategies to implement the curriculum. Regular training supports their subject knowledge. As a result, staff are able to adapt learning to meet the differing needs of pupils; this includes those with special educational needs and/or disabilities. Staff sometimes use assessment to check pupils' understanding. If so, they identify and fill gaps in knowledge before moving on to new content. However, this is not as consistent as it could be. At times, this hinders pupils from developing the detailed knowledge and skills they should acquire.

Pupils quickly secure their phonics knowledge. If they fall behind, they get the support they need to catch up. Leaders have focused on developing pupils' language and vocabulary. This has helped pupils to express ideas with precision. There is a purposeful drive to improve writing across the school. The impact of this on pupils' handwriting and sentence structure is becoming apparent.

Early years

Expected standard ●

Leaders prioritise the early years. They set an ambitious vision for the best start. Leaders have put in place a progressive curriculum across the Nursery and Reception Years in all areas of learning. The curriculum identifies and revisits key knowledge. There is a sharp focus on communication and language, early reading, handwriting, mathematics and gross and fine motor skills. In guided activities, teachers interact well with children. Staff provide purposeful opportunities and interactions for children to rehearse their knowledge. Staff use assessment intelligently to spot gaps and adapt planning to meet children's needs.

Staff prioritise children's reading. Teachers check children's phonics knowledge regularly to address any individual needs. This includes for disadvantaged children or those with special educational needs and/or disabilities. Daily story time and nursery rhymes help build vocabulary and instil a love of reading.

Staff know the children well and have warm relationships with them. Children show kindness towards each other. They play cooperatively throughout the day. Staff work closely with parents and carers to support children to settle well in school. Parents are included in their child's learning and development. One parent summed up the comments of many by stating,

'Children are cared for, welcomed, in safe hands by all staff including Florence the reading dog.'

Inclusion

Expected standard 

Leaders and staff set high expectations for disadvantaged and vulnerable pupils. The same is true for those with special educational needs and/or disabilities. The school identifies pupils' needs early through a clearly structured approach. Leaders and staff work closely with parents, carers and external specialists. Leaders draw on helpful advice which informs future teaching. This then shapes pupils' next steps in their education.

Staff benefit from an ongoing professional learning programme. Training has developed staff's skills in adjusting their teaching. This is to make learning accessible and ambitious for pupils. Purposeful adaptations support regulation and engagement. Examples include phonics mats, number lines, practical resources and access to the sensory room and 'The Hive'.

Leaders and staff track the progress pupils make through the curriculum. Where something is not having the intended impact on pupils' learning, they take swift action to intervene. Staff know individual pupils well. As a result, they are able to harness important information about pupils' achievement, attendance and wellbeing. This supports pupils' smooth transition at key points, such as at the start of a new school year.

The school uses the additional funding it receives well. For example, the pupil premium helps to identify, address and reduce barriers to learning.

Leadership and governance

Expected standard 

Leaders and governors know their school and its community extremely well. They have a secure and accurate understanding of the school's changing context, its strengths and priorities for improvement. They act promptly and with clear rationale. This ensures that their decisions lead to improvements in pupils' experiences at the school. This is especially the case for pupils with special educational needs and/or disabilities and those who are disadvantaged.

Leaders have rightly prioritised strengthening the early years. They have embedded an effective phonics scheme and addressed writing as a local need. These actions are already creating a more purposeful, language-rich environment and contributing to improving outcomes.

Governors fulfil their strategic responsibilities effectively. They maintain a clear vision and ethos. Governors check regularly on the impact of provision. This means they know the school's strengths and weaknesses. They fulfil their statutory duties effectively. Governors take sensible account of leaders' and staff's workload and wellbeing.

Staff are positive about working here. They value the support they receive to manage their workload. There is a clear professional learning programme. This is evidence-informed and well sequenced. Regular mentoring and opportunities for collaboration build staff expertise.

As a result, staff feel confident to try out new ideas and teaching approaches to support their pupils. This includes early career teachers.

Leaders foster positive relationships with parents, carers and the wider community. Parents are overwhelmingly positive about the work that leaders carry out. One parent summed up the views of many by stating that the school is 'a well-run school where the children are at the centre of everything'.

Needs attention

Achievement

Needs attention 

Pupils do not achieve as well as they should. Achievement in reading, writing and mathematics in national assessments at the end of key stage 2 is typically below national averages. This includes for disadvantaged pupils. Pupils lack opportunities to write across the curriculum. They struggle with aspects of mathematics. For example, outcomes in the Year 4 multiplication table check score are below the national average. The school is supporting pupils with their ability to fluently recall key number facts. This is having a positive impact.

The school has rightly focused on raising achievement with writing. This is bearing fruit. Across most year groups, pupils now generally achieve better. More pupils have secure spelling, grammar and handwriting at an age-appropriate level. Leaders acknowledge that this is something that needs further development. Most pupils successfully access the ambitious school curriculum. In several subjects, pupils develop a depth of knowledge. There have been notable improvements in early reading outcomes.

What it's like to be a pupil at this school

At Park Hill, pupils are welcomed warmly by caring staff each morning. Pupils live the school's 'REACH values' - respect, empathy, ambition, cooperation and health. Pupils are keen to attend and learn. They show positive attitudes to their learning. Staff have highly effective relationships with pupils. As a result, pupils feel safe. Bullying is not common. Pupils know that staff will respond quickly to any concern.

Inclusion is at the forefront of everything that pupils experience. Teaching and wider activities are adapted so pupils who face barriers can participate in every aspect of school life. This includes for those who are disadvantaged or vulnerable. Those with special educational needs and/or disabilities also get the help they require.

Pupils sometimes do not achieve well. That said, the curriculum they learn is improving. It secures the necessary foundations in reading and mathematics. Pupils talk confidently about their work. They show pride in their achievements. Despite this, pupils do not have consistent opportunities to write across the curriculum to deepen and apply their knowledge.

Pupils belong to a respectful and inclusive community. The school celebrates everyone. Pupils behave well. They follow routines throughout the school day. Those who are new to the school feel they belong to the school community. Children in the early years settle quickly. They enjoy their learning experiences. The school is calm and orderly.

Attendance is 'everyone's responsibility'. Families help ensure pupils have regular attendance. Pupils get the timely support they need if they are absent. As a result, pupils typically attend better over time.

Pupils enjoy the range of trips, clubs and experiences that the school offers. They have opportunities to develop their leadership skills. Pupils carry out their roles of responsibility with pride. They are well prepared for life in modern Britain.

Next steps

- Leaders should ensure that teaching fully maximises opportunities for pupils to write across the curriculum, promoting consistently high standards and outcomes in writing.
 - Leaders should ensure that staff use assessment consistently well across the curriculum to enhance and deepen pupils' knowledge and skills.
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About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The chair of the board of governors in this school is Mrs Laura Lohan.

Inspectors spoke with school leaders, including the headteacher, the deputy headteacher and other senior and curriculum leaders. The lead inspector spoke with a representative of the local authority, the chair of the governing body and other governors during the inspection.

Inspectors spoke to pupils in lessons and at social times and met with groups of pupils.

Inspectors met with groups of staff and spoke to parents at the start of the school day. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school makes use of one registered alternative provision.

Headteacher: Mrs Caroline Logan

Lead inspector:

James Dean, His Majesty's Inspector

Team inspectors:

Gill Turner, Ofsted Inspector

Louise Minter, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 27 January 2026

School and pupil context

Total pupils

234

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

36.06%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.42%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.51%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	61%	Below
2024/25 (revised)	53%	62%	Below
2023/24 (final)	14%	61%	Below
2022/23 (final)	57%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	74%	Close to average
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	80%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	72%	Below
2024/25 (revised)	60%	72%	Below
2023/24 (final)	14%	72%	Below
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	73%	Below
2024/25 (revised)	73%	74%	Close to average
2023/24 (final)	61%	73%	Below
2022/23 (final)	63%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	20%	46%	Below
2024/25 (revised)	21%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	10%	46%	Below
2022/23 (final)	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	62%	Above
2024/25 (revised)	64%	63%	Close to average
2023/24 (final)	70%	62%	Close to average
2022/23 (final)	83%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	27%	59%	Below
2024/25 (revised)	29%	59%	Below
2023/24 (final)	10%	58%	Below
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	60%	Below
2024/25 (revised)	57%	61%	Close to average
2023/24 (final)	40%	59%	Below
2022/23 (final)	33%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	20%	68%	-48 pp
2024/25 (revised)	21%	69%	-48 pp
2023/24 (final)	10%	67%	-57 pp
2022/23 (final)	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-10 pp
2024/25 (revised)	64%	81%	-17 pp
2023/24 (final)	70%	80%	-10 pp
2022/23 (final)	83%	78%	5 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	27%	78%	-51 pp
2024/25 (revised)	29%	78%	-50 pp
2023/24 (final)	10%	78%	-68 pp
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	80%	-33 pp
2024/25 (revised)	57%	81%	-23 pp
2023/24 (final)	40%	79%	-39 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	33%	79%	-46 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	6.4%	5.5%	Above
2022/23 (3 term)	6.0%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	12.7%	13.3%	Close to average
2023/24 (3 term)	17.4%	14.6%	Close to average
2022/23 (3 term)	21.1%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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